

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter is employed as an eventual summary which includes the conclusions and suggestions. This chapter will be presented in two sections: first, it will provide conclusive presentation of the entire finding discussion from earlier chapter and how it satisfies the research questions; second, it will serve future research discursive suggestions, expected to help extend some ideas to be considered when researching similar field of the research.

5.1. The Conclusions

The findings showed that the mentor was supportive of the mentee by providing quality time to talk and listen to the mentee on developing classroom management practices. This support, along with encouraging the mentee with greater confidence in her teaching, indicated the mentor was prepared to provide for the mentee's development of classroom management practices in positive and constructive ways. Although the mentor was not selected specifically for this mentee, it appeared as a positive pairing arrangement as both the mentor and mentee were comfortable with the mentoring provided (see also Hobson, Ashby, Malderez, & Tomlinson, 2009).

Pedagogical knowledge was also articulated at various points during the mentee's field experiences, mainly during planning, preparation, and implementation stages. The mentor willingly shared the dialogue but also provided direct advice on how to be more effective in classroom management. That's why, feedback was a foundation of this mentoring partnership.

From the beginning, the mentor did not dominate conversations, but instead articulated pedagogical knowledge where required and asked questions for the mentee to demonstrate reflective thinking. This feedback was provided in various forms, including oral and written feedback (formal and informal). The mentee's reflection on practice indicated growing knowledge about effective classroom management practices, which became obvious through lesson observations and formal reports on the mentee's teaching.

Further research can include using the five-factor model for exploring other specific pedagogical knowledge practices such as planning, preparation, teaching strategies, questioning skills, assessment and so forth. Research is also needed to understand how an effective mentor can facilitate the development of the mentee's teacher-student relationships and what practices are most effective in instilling confidence and positive attitudes for teaching. Quality mentoring can enhance a mentee's pedagogical development and gathering empirical evidence on how mentors specifically use their knowledge and skills can inform and aid the development of more effective mentoring programs.

5.2.Suggestions

For a better contribution and significance of future research, there are two suggestions that present research intends to give to future research in the same field of study. The suggestions are:

First, the present research was conducted by aiming at the formation of dialogic mentoring when studying pre-service teacher development. In order to be able to create significance, the future research may want to raise an issue on how dialogic mentoring is applied in context psychological segments. The present research considers the future research beneficiary from doing thoughts analysis between mentor and mentee.

Second, if the future research is still interested in studying the perfectly similar field with the present research, the future research is suggested to employ more tools in tracing the ideologies of teaching. One of the tools may relate to the applicability of Systemic Functional Linguistics (SFL) which could capture social representation of teacher's perspective in seeing their teaching through their language production in texts. The texts can be collected through data from mentoring transcription.